

2

lterrillvalleyview.wikispaces.com

Planning for Learning

Laura Terrill
Independent Consultant

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“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey

4

What are your goals for today?

This will be a successful PD day if I can.....

5

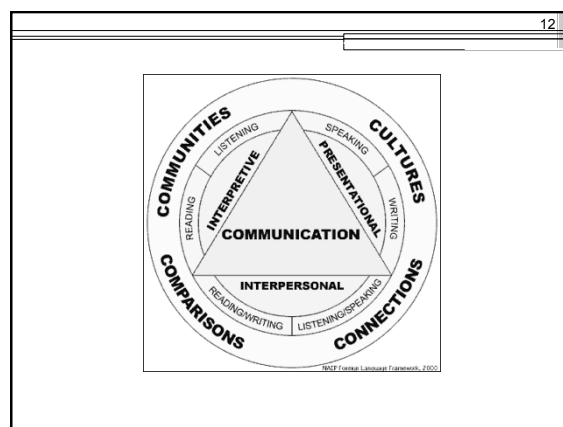
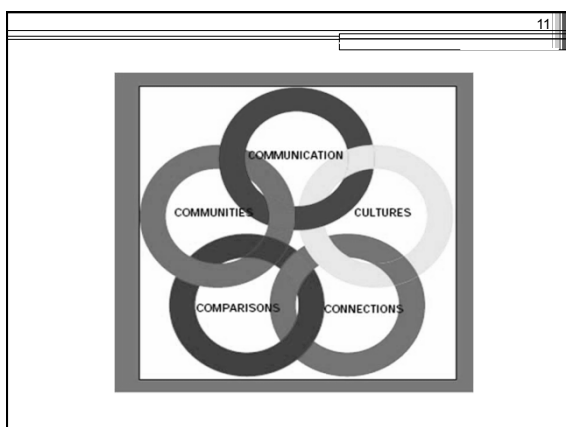
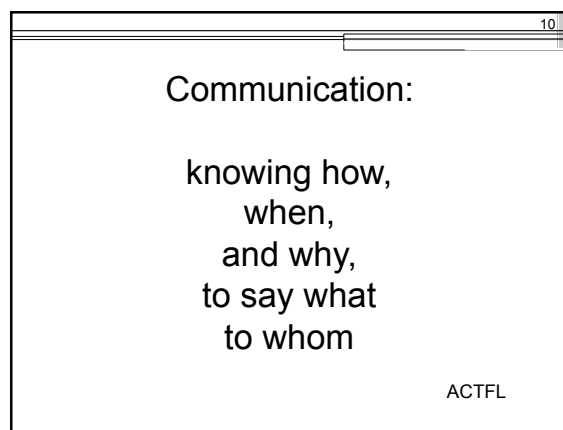
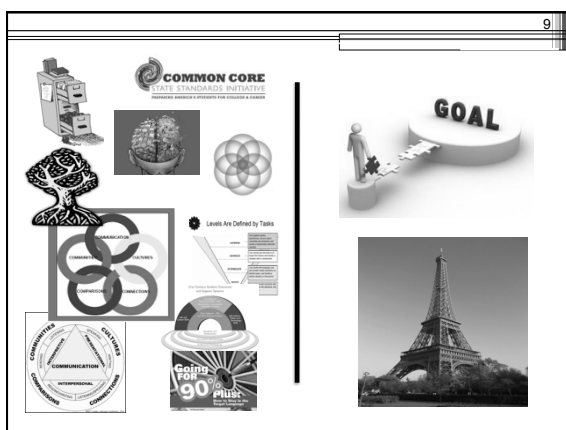
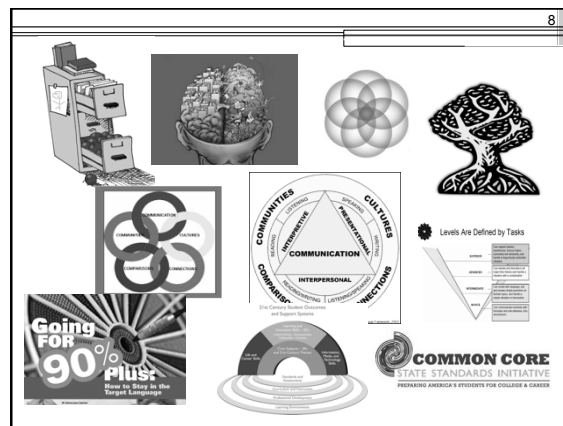
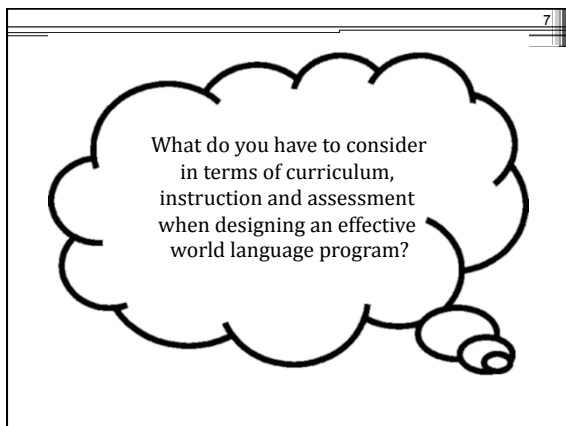
Teaching is

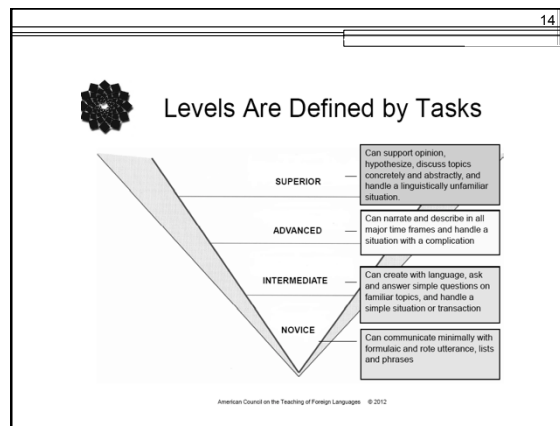
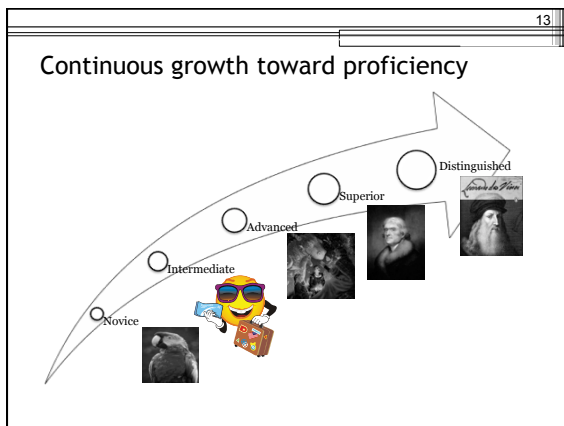
Ruby Payne

6

Learning is

Ruby Payne

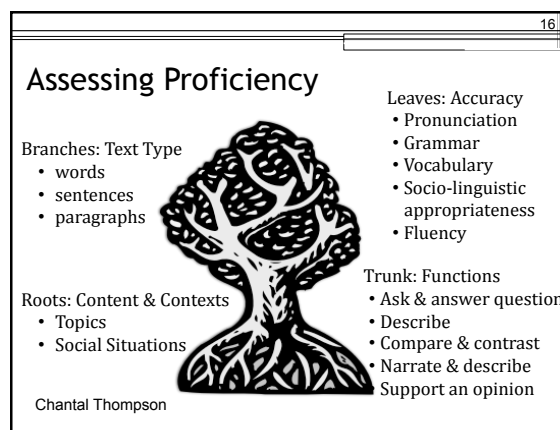




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ACTFL Proficiency Guidelines 2012 - Speaking

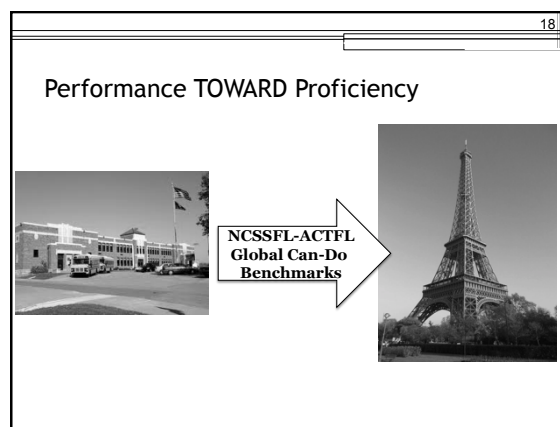
Level	Skills
Novice	<ul style="list-style-type: none"> communicate short messages on highly predictable, everyday topics that affect them directly. use isolated words and phrases that have been encountered, memorized, and recalled. may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.
Intermediate	<ul style="list-style-type: none"> create with the language when talking about familiar topics related to their daily life. recombine learned material in order to express personal meaning. ask simple questions. can handle a straightforward survival situation. produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. understood by interlocutors who are accustomed to dealing with non-native learners of the language.
Advanced	<ul style="list-style-type: none"> engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. narrate and describe in the major times frames of past, present, and future. can deal with a social situation with an unexpected complication. speak in paragraphs; the language is abundant. sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.



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NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.



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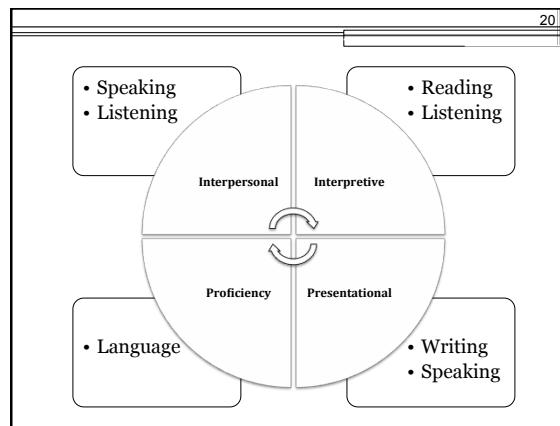
Alignment of the National Standards for Learning Languages with the Common Core State Standards

The Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects contains four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the National Standards for Learning Languages by the Communication standards (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated. In addition, the standards of the other four goals areas for learning languages – Cultures, Connections, Comparisons, and Communities – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready.

The Common Core strands of Reading, Writing, Speaking and Listening are captured in the standards for learning languages' goal area of Communication, by emphasizing the purpose behind the communication:

- Interpersonal (speaking + listening or writing + reading)
- Interpretive (reading, listening, viewing)
- Presentational (writing, speaking, visually representing)

<http://www.actfl.org/news/reports/alignment-the-national-standards-learning-languages-the-common-core-state-standards>



21

21st Century Skills

- Communication
- Collaboration
- Critical Thinking and Problem Solving
- Creativity and Innovation

22

Targeted Language Goals

In 10 words or less, how would you define the goal for a “typical” level 2 high school class?

23

Setting Goals

- Video
- Bell ringer
- Act. 1
- Exprimons-nous
- Act. 4
- Comparisons
- Reading
- Numbers to 60
- Homework

- Ask and answer questions about hunger and thirst.
- Talk about likes and dislikes concerning common and international foods.
- Say why I like and don't like certain dishes.

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Novice

express feelings and emotions

Function (s): state personal feelings

Accuracy: verb “to be”, adj. agreement


25

Intermediate
express feelings and emotions

Function (s): express feelings in different situations

Accuracy: subjunctive

26



Use the target language as much as possible, but at least 90% of the time.

May I speak English?

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Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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Focus on Curriculum, Instruction and Assessment



© Clementi & Terrill


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Transitioning from the Textbook


Textbook Theme/Topic	Revised Theme/Topic	Essential Question
Food	Food and Hunger	Why does hunger exist?
Airplane / Hotel Travel	Explorations	Why does man explore?
Activities/Health	Balanced Lifestyle	How can I maintain balance?
Celebrations	Our Emotional Selves	Why do we celebrate?
House/chores	Rites of Passage	What does it mean to be responsible?
Restaurant	The Art of Food	What role does food play in a culture?


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Three Modes of Communication




Interpretive





Presentational



Interpersonal


31

What is the mode of communication?

1	Prepare a poster about your favorite sport.	
2	Watch a travel video and jot down places of interest.	
3	Talk about what to do on the weekend.	
4	Send a letter to an e-pal.	
5	Create a graphic organizer for new vocabulary.	
6	Create a skit where you buy something in the market.	

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In Search of the Coquí



¿Hay flores que curan el cáncer?

¿A dónde van los científicos en busca de remedios?

De las 3,000 plantas que se sabe tienen propiedades que combaten el cáncer, el 70% son especies de bosques pluviales. La "playera" ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de las islas, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.



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In Search of the Coquí

Students will travel to various sites in Puerto Rico in search of the elusive coquí. They will begin their search in El Yunque and will learn a bit about rainforests in general before exploring El Yunque in detail. They will then travel to other parts of the island in search of the coquí. As they travel the island they will visit various sites and encounter island specialties. They will work with a classmate to design their ideal short term vacation in Puerto Rico and will create a campaign that will draw attention to the endangered coquí.


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Interpretive

35

Common Core




- Balance of Informational and Literary Texts
- Close Reading of Increasingly Complex Texts
- Use of Evidence-Based Arguments
- Interaction with Multiple Print, Auditory, and Visual Sources

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Common Core State Standards for English Language Arts and Literacy

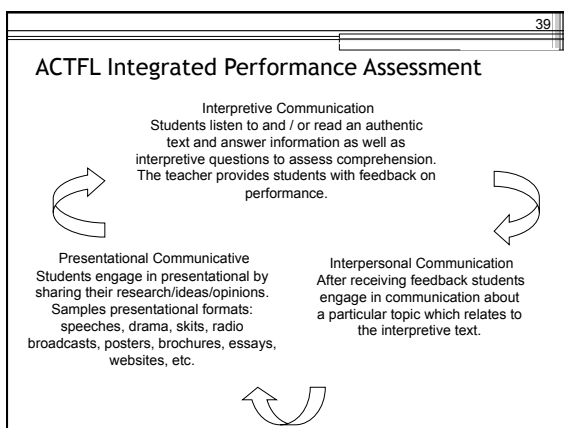
Distribution of Literary and Informational Passages by Grade in the 2009 Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%



Interpretive Domains and Common Core	
Domains from IPA Interpretive Task Comprehension Guide	English Language Arts Common Core Anchor Standards
Key word recognition	R4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Main idea(s)	R2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Supporting details	SL3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. R2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R3 - Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Organizational features	R5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Interpretive Domains and Common Core	
Language and Level / Grade	Spanish Novice Mid- High
Theme/Topic	Contemporary Life – In Search of the Coquí
Essential Question(s)	•How do we begin to understand another place? •Why is the rainforest so important?
Goals	Students will be able to: •locate and name traits common to rainforests; compare local natural areas to rainforests •discuss activities common to Puerto Rico identifying those things that they want to do •explore websites for information on Puerto Rico and the El Yunque rainforest •create an informational story that makes others aware of Puerto Rico and the beloved coquí



Interpretive Mode	
Students will read and view short texts on different aspects of Puerto Rican culture. They will use the information from the texts to create a schedule for their time in Puerto Rico. They will consider the environmental impact of different tourist activities and evaluate their schedule in terms of eco-tourism.	
Presentational Mode	Interpersonal Mode
Students will create an additional event for the story <i>Everywhere Coquí</i> . They will identify another location on the island of Puerto Rico for the coquí as they attempt to escape from the parrots in the rainforest. They will select a location, say what the coquí see and do while there and then indicate that they are moving on.	Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.

Interpretive Domains and Common Core	
Students will read and view short texts on different aspects of Puerto Rican culture. They will use the information from the texts to create a schedule for their time in Puerto Rico. They will consider the environmental impact of different tourist activities and evaluate their schedule in terms of eco-tourism.	<p>R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>

Interpretive Domains and Common Core	
<p>Interpretive</p> <p>Students will read and view short texts on different aspects of Puerto Rican culture. They will use the information from the texts to create a schedule for their time in Puerto Rico. They will consider the environmental impact of different tourist activities and evaluate their schedule in terms of eco-tourism.</p> <div> <p>• Communication • Critical Thinking and Problem Solving</p> <p>• Collaboration • Creativity and Innovation</p> </div>	
<p>Presentational</p> <p>Students will create an additional event for the story <i>Everywhere Coquí</i>. They will identify another location on the island of Puerto Rico for the coquí as they attempt to escape from the parrots in the rainforest. They will select a location, say what the coquí see and do while there and then indicate that they are moving on.</p>	<p>Interpersonal</p> <p>Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.</p>



Before Reading

- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose



During Reading

- Guided
- Active
- Silent
- Individual

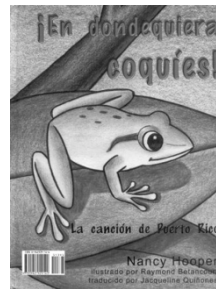


After Reading

- clarify
- reinforce
- extend knowledge

Everywhere Coquis! / ¡En dondequiera coquíes!

Nancy Hooper
ISBN 0942929144



A
C
T
I
V
E

A.C.T.I.V.E.

Ask Questions



Who?	What?	When?
Where?	Why?	Which would?
If....then?	Who can?	How did?

Thick questions vs. thin questions

A.C.T.I.V.E.

Ask Questions

All the coquis lived quite happily in the rain forest. They slept all day and sang all night, and their numbers grew and grew. Even little coquí babies learned to sing their name "co-quí, co-quí, co-quí," soon after they were born.

All the musical coquí voices were loud and clear during the dark, tropical nights. But there was one problem.


Hundreds of green parrots lived in the same rain forest. And unlike the coquis, the parrots chattered all day....but slept all night. Or tried to.

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A.C.T.I.V.E.

Connect:

- Text-to-self
- Text-to-text
- Text-to-world



Read aloud a short text and think aloud your comments.

Interesting idea	I'm confused
I disagree	Important idea
I remember	I'm surprised
I wonder	

50

A.C.T.I.V.E

Connect:

- Text-to-self
- Text-to-text
- Text-to-world

At first, the parrots were mystified by the sounds they heard at night. Soon they became quite irritated by all the noise. "What kind of bird is it," they wondered, "that sings all night and sleeps all day? That is so rude!"

One night, the grumpy parrots shouted, "Be quiet, birds! Go to sleep so we can sleep too!"

But the coquíes were coquíes and not birds, and they did not understand that the parrots were shouting at them. They kept singing, "Co-quí, co-quí, co-quí."

51

A.C.T.I.V.E


Track Down

Determine the most important ideas and themes.

Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes



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A.C.T.I.V.E

Track Down

Now the parrots really got angry. They swooped down, looking everywhere for a noisy flock of birds. They searched high and low but no matter where they looked, they never found a single singing bird.

But they really frightened the little coquíes! Hiding under the branches and leaves, they could see the parrots swooping and squawking.

So in the middle of the night, the terrified coquíes silently hopped as fast as they could, out of the rain forest.... and away from the parrots.


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A.C.T.I.V.E.

Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.

Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.



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A.C.T.I.V.E

Making Inferences


The next morning, they came to the countryside. They were tired so they stopped to rest in the garden of a pretty pink house. As they rested, the coquíes watched the man and woman who lived in the house. They were both artists, and they made typical Puerto Rican crafts. Today they were making *vejigante* masks of *papier-mâché* to sell at festivals around the island; sometimes they carved miniature figures of the saints, called *santos*. The coquíes enjoyed living in the countryside, and their songs each night were joyful and loud. Again, the parrots became irritated and searched for the birds....Again, the tiny frightened coquíes had to hop through the night.....

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A.C.T.I.V.E

Visualizing

Create visual and other sensory images during and after reading.



¡En dondequiera coquíes!
La canción de Puerto Rico
Nancy Hooper
Illustrated by Nancy Hooper
Translated by Jennifer Guzman

Ask students to read, discuss and then draw what they see happening in the text. Drawings can be done on transparencies and shared with the class. Students might also be asked to select a song that relates to the text.

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A.C.T.I.V.E

Visualizing

The city was an exciting place for the coquíes to live. There was lots of food and water for all them, and they happily sang their song each night,

“Co-quí, co-quí, co-quí.”

The city people loved hearing them, because they made music too. They played instruments called *claves*, *güiros*, *maracas* and small guitars called *cuatros*.


As the city people sang and danced, the coquíes sang along. They enjoyed the city, even though they missed the trees and roots and leaves of the rain forest.

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A.C.T.I.V.E

Eureka!

Retell or synthesize what has been read.



¡En dondequiera coquíes!
La canción de Puerto Rico
Nancy Hooper
Illustrated by Nancy Hooper
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Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

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R.A.F.T.

Role	Audience	Format	Topic
parrot	coquíes	letter	Complaining about the noise
parrot	coquíes	song	Begging them to return
coquíes	parrots	note	Apologizing for keeping them awake
people of Puerto Rico	coquíes	poem	Expressing how much you love their sounds and what they mean to you
?	?	?	?

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Teaching Nonfiction Reading


We need to teach students:


- How to use the questions we give them and how to create questions of their own.
- How to use clues an author provides to identify main ideas and supportive details.
- How to successfully summarize and retell the important information both during and after reading.
- How to recognize the most common textual patterns — comparing and contrasting, explaining causes and effects, laying out a sequence of events, describing a process.


Adapted from Discovering Nonfiction: 25 Powerful Teaching Strategies

60

1  Read

3  Remember

2  Cover


4  Retell

61

Proof for / Proof against

Proof For		Proof Against
	Juan Ponce de Leon was born in Puerto Rico.	
	Puerto Rico was the name of the island when Christopher Columbus arrived.	
	Juan Ponce de Leon was very talented.	

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Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.

<http://www.elboricua.com/BoricuaKids.html>

63

Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language



<http://www.humanoides.fr/2012/12/06/la-nouvelle-robot-party-du-futuroscope/>

64

Jean and Andre

Jean and Andre are brothers. Jean is older. The two go to a school which is found less than five kilometers from their home in Paris. Although there is a difference in age of three years between the two brothers, their grade levels are only two years apart. Andre is in sixth grade.

What grade is Jean in?


Enriching Content Classes for Secondary Students (National Level)

65

Education Systems: U.S. and France

U.S. Grade Level	France Grade Level
6	6
7	5
8	4
9	3
10	2
11	1
12	terminale

66



Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

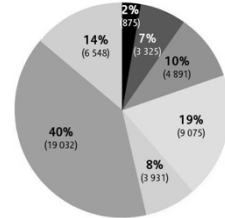
Le blobfish, que l'on pourrait traduire par «poisson-tache», existe vraiment dans les eaux du Pacifique. Malgré son physique peu ragoûtant, il est en train de concurrencer sérieusement les images de chatons mignons sur internet! Et il gagne même des prix. *1jour1actu* te raconte son histoire.



Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

Interpretive with strong visual support

- ☐ Données insuffisantes
- ☐ Préoccupation mineure
- ☐ Quasi menacée
- ☐ Vulnérable
- ☐ En danger
- ☐ En danger critique d'extinction
- ☐ Eteinte ou éteinte à l'état sauvage



Pair students - give them a time limit and tell them to make statements or ask each other questions about the document.

<http://www.actu-environnement.com/ae/dossiers/biodiversite-convention-conference-nagoya/biodiversite-graphique.php4>

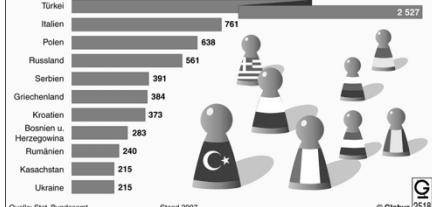


Migranten in Deutschland

In Deutschland leben 15,4 Mio. Menschen mit Migrationshintergrund (Zuwanderer und ihre Nachkommen)

darunter 8,1 Mio. mit deutschem Pass

Die wichtigsten Herkunftsländer (in 1 000)



Quelle: Stat. Bundesamt

Stand 2007

© Globus 2518

http://www.planet-wissen.de/alltag_gesundheit/gastarbeiter_und_migration/migrationsland_deutschland/index.js

Grammar in Context

Presentation

A

C

E

Shrum & Gilson

Déjeuner du matin, Jacques Prévert

Il a mis le café	Sans me parler
Dans la tasse	Sans me regarder
Il a mis le lait	Il s'est levé
Dans la tasse de café	Il a mis
Il a mis le sucre	Son chapeau sur la tête
Dans le café au lait	Il a mis son manteau de pluie
Avec la petite cuiller	Parce qu'il pleuvait
Il a tourné	Et il est parti
Il a bu le café au lait	Sous la pluie
Et il a reposé la tasse	Sans une parole
Sans me parler	Sans me regarder
Il a allumé	Et moi j'ai pris
Une cigarette	Ma tête dans ma main
Il a fait des ronds	Et j'ai pleuré.
Avec la fumée	
Il a mis les cendres	
Dans le cendrier	

Déjeuner du matin, Jacques Prévert

He put the coffee In the cup	Without speaking to me
He put milk In the coffee cup	Without looking at me
He put sugar In the coffee with milk	He got up
With the small spoon	He put his hat on his head
He stirred	He put on his raincoat
He drank	Because it was raining
the coffee with milk	And he left
And he set the cup down	Under the rain
Without speaking to me	Without a word
He lit a cigarette	Without looking at me
He blew rings	And me I put
With the smoke	My head in my hands
He put the ashes	And I cried.
In the ashtray	

Grammar in Context

Presentation

Attention

C

E

Déjeuner du matin, Jacques Prévert

He put the coffee In the cup	Without speaking to me
He put milk In the coffee cup	Without looking at me
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With the smoke	My head in my hands
He put the ashes In the ashtray	And I cried.

Grammar in Context

Presentation

Attention

Co-construct

E

Passé composé

nager Hier, j' ai nagé à la plage.
écouter D'abord, j' _____ de la musique.

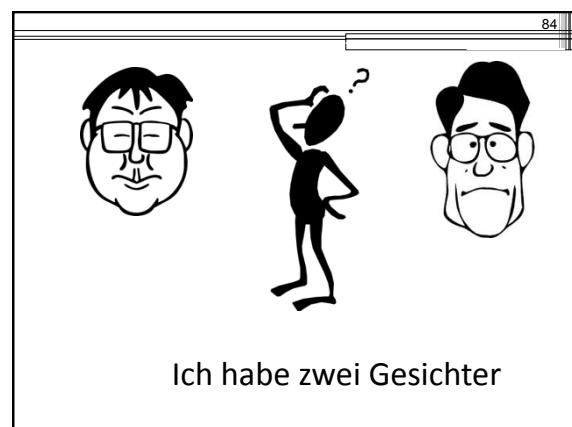
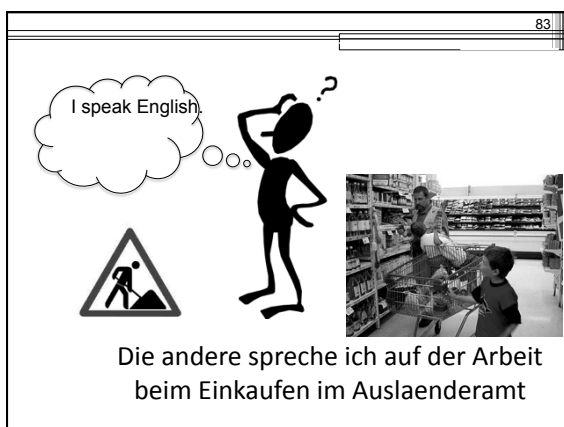
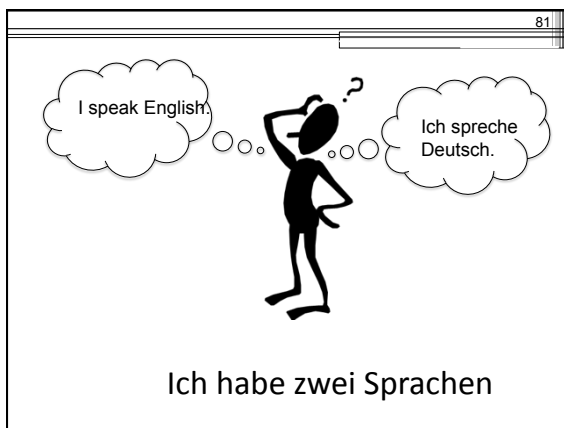
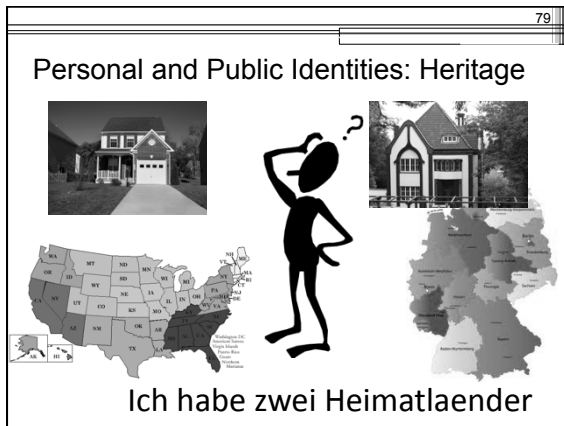
Grammar in Context

Presentation

Attention

Co-construct

Extend



85

das eine benutze ich fuer die Deutschen
Dieses Gesicht kann alles
lachen und weinen

86

Das andere halte ich
fuer meine Landsleute bereit

87

Ich habe zwei Heimatlaender
eins in dem ich geboren wurde
das andere in dem ich satt werde

88

Das Land meiner Vaeter liebe ich mehr
Aber erdulden muss ich die Schmerzen beider

89

oder

1. ____ die eine spreche ich zu Hause
2. ____ Die andere spreche ich auf der Arbeit
3. ____ Sie verstehen mich so besser
4. ____ Dieses Gesicht kann alles
5. ____ eins in dem ich geboren wurde
6. ____ das andere in dem ich satt werde
7. ____ Das Land meiner Vaeter liebe ich mehr

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Bloom's Choice Board

remembering understanding	applying analyzing	evaluating creating
applying analyzing	evaluating creating	remembering understanding
evaluating creating	remembering understanding	applying analyzing

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm


91

Literacy Tic-Tac-Toe

Create a scrabble board by selecting a key word and connecting as many other words as possible. All words must be relevant to the text.	Construct a graphic organizer that categorizes the main ideas and supporting details. or Develop a biopoe describing a character or one that gives the characteristics of a particular item or event. Incorporate information that is significant to the text.	Write a critique or an editorial justifying your opinion using excerpts from the text.
Design a role play that highlights a conflict and attempts to resolve the conflict. or Create a concrete or abstract visual representation of a critical section and write an explanation of your artwork.	Create an advertisement/ promotion for the text. Prepare a presentation that seeks to convince others to endorse your ad campaign.	Brainstorm around a word. Create a concept web/map using words and drawings that are relevant to the text.
Explore how the text might be different if you introduced a new character or changed critical facts. Explore what would happen if.....	Create an ABC book review of the text choosing words that begin with each letter of the alphabet. The words that you choose must connect to the text.	Create a flashback from the viewpoint of a character or event in the text. Be sure that the flashback connects to the text and that it enhances the reader's understanding. or Write several questions that would allow you to understand the text better. Be sure that your questions expect others to think in different ways.

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Interpretive Assessment



El coquí es de Puerto Rico. Su nombre científico es **Eleutherodactylus**. Eleutherodactylus quiere decir el de los dedos libres, pues no tiene membranas entre sus dedos. Para mí, tiene también el alma libre, pues, le gusta andar suelto y cantar a su antojo por entre las hierbas.

Hay 16 diferentes especies; sin embargo, solamente dos producen el sonido "co-qui". Los hay terrestres y arbóreos.

Todos los coquíes tienen "almohaditas" en las puntas de los dedos de pies y manos. Los coquíes no pasan por la etapa de renacuajo y salen del huevo, siendo una copia pequeña de sus padres.

El canto del coquí es un canto melodioso y fino. Quién lo escucha y nunca lo ha visto cree que es un delicado pajarito. Su canto es como un suave arrullo que puebla las noches de nuestra patria borincana.

<http://home.coqui.net/sendero/popucoqui.htm>

93

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Interpretive Mode

Indicate whether the statement is true, false or not stated. If true or false, indicate where the information can be found in the article.

- Coquíes sound like parrots.
- There are 16 varieties of coquíes that sing "co-qui".
- Coquíes sing mostly at night
- Coquíes are hatched looking like their parents.
- Many Puerto Ricans think the song of the coquí is like a lullaby.
- Coquíes live only in trees.
- The sound of the coquí is heard only in Puerto Rico.

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Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.

- Tovani

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"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people."

Sandra Savignon

Communicative Competence: Theory and Classroom Practice



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